

# Search Report from Ginger R. DeMille

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File 2:INSPEC 1969-2003/Jun W1  
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 File 35:Dissertation Abs Online 1861-2003/May  
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 File 475:Wall Street Journal Abs 1973-2003/Jun 06  
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Set	Items	Description
S1	22198	(TIME OR ATTENDANCE OR SCHEDULE OR SCHEDULES OR PUNCH? OR - TOA OR TOD OR ARRIVAL OR DEPARTURE OR CHECKIN OR CHECK?()IN OR CHECK?()OUT)(3N)(CLOCK? ? OR TRACK? OR MONITOR? OR KEEP?)
S2	1023	TIMECLOCK? OR TIMEKEEPER? OR TIMETRACKER? OR TIME()CLOCK? - OR TIME()KEEPER?
S3	2	(S2 OR S3)(10N)(STUDENT? OR MEDSTUDENT OR GRADUATE?? OR (PERSON OR INDIVIDUAL)(2W)SCHOOL)
S4	138	(S1 OR S2)(10N)(STUDENT? OR MEDSTUDENT OR GRADUATE?? OR (PERSON OR INDIVIDUAL)(2W)SCHOOL)
S5	13845	(CLINICAL OR MEDICAL OR DENTAL OR PSYCHIATRIC OR PSYCHOLOGY OR SURGERY OR SURGICAL OR SURGERIES OR PROCEDURE? ?)(8N)(PERFORM? ? OR PERFORMING OR OBSERVE? OR OBSERVING OR WATCH? OR SEES OR VIEW? OR ATTENDS OR ATTENDING)
S6	9135	(TRACK? OR DOCUMENT? OR MONITOR? OR RECORD? OR TRACE? OR TRACING)(8N)(STUDENT OR MEDSTUDENT OR TRAINEE OR TRAINING OR GRADUATES)
S7	27891	(SURVEY? OR QUESTIONNAIRE? OR QUESTION()NAIRE?)(6N)(STUDENT? ? OR TRAINEE?? OR GRADUATE? ?) OR EVALUATION(2W)(PROGRAM OR SYSTEM OR DATA OR INFORMATION)
S8	73959	(PROGRAM OR TRAINING OR TRAINED OR CURRICULUM OR RESOURCE? ?)(8N)(EVALUAT? OR ANALYS? OR ANALYZ?)
S9	195040	ACCREDIT? OR ANNUAL()REPORT? ? OR BUDGET? OR SELF()STUDY OR DATA()COLLECTION?
S10	0	S4 AND S5 AND S6 AND S7 AND (S8 OR S9)
S11	0	S4 AND S5 AND S6 AND (S7:S9)
S12	1	(S1 OR S2) AND S5 AND (S8 OR S9)
S13	1	(S1 OR S2) AND (S5 OR S6) AND S7 AND (S8 OR S9)
S14	31879	(PROGRAM OR TRAINING OR TRAINED OR CURRICULUM OR RESOURC? - ?)(8N)(ASSESS? OR MEASUR?)
S15	0	(S1 OR S2) AND (S5 OR S6) AND S7 AND S14
S16	2	S12 OR S13
S17	2	RD (unique items)

? t17/7/all

**17/7/1 (Item 1 from file: 35)**

DIALOG(R)File 35:Dissertation Abs Online  
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01712457 ORDER NO: AADAA-I9946551

109-Jun-0305:47 PM

**Investigating differences in student engagement, attitudes toward media, student performance, and strategies and approaches used, by fourth-grade students, while creating projects using HyperStudio compared to paper-based media**

Author: Bockman, Gwen Helene

Degree: Ed.D.

Year: 1999

Corporate Source/Institution: Northern Illinois University (0162)

Adviser: Chistine Sorensen

Source: VOLUME 60/09-A OF DISSERTATION ABSTRACTS INTERNATIONAL.

PAGE 3275. 362 PAGES

This study examined differences in student engagement, performance, attitudes toward media, and approaches and strategies used by students using HyperStudio versus paper-based media to complete project-based tasks. A quasi-experimental, counter balanced design was used with fifty-four fourth grade students.

Instruments used include an adaptive **student engagement survey**, **student logs tracking** extra **time** spent on their projects, and adaptive survey on attitudes toward media, and project scores calculated from teacher-created rubrics.

Qualitative data were collected on strategies and approaches used by students via videotaped, participatory observations and student interviews. Subjects were purposively chosen to participate in the qualitative **data collection**: one male and one female from low, middle, and high achieving levels.

Engagement and performance hypotheses were tested using paired *t* tests and group *t* tests. Students' attitude hypothesis used Chi square and Scheffé tests of significance. Qualitative data were categorized into themes that emerged from the transcripts.

Overall, students were found to be engaged regardless of the media. Statistical differences found students spending more time on projects using HyperStudio over paper-based media. Qualitative factors related to engagement include: classroom environment, student interaction, teacher, and study influence. Attitude data showed students preferring HyperStudio over paper-based media. Qualitative factors related to attitude include: editing and revising, technical difficulties, and task requirements. Data on student performance found no statistical differences when using different media tools. Qualitative factors related to performance include: resource and organization skills, teacher assistance, and scoring process. Possible factors influencing strategies and approaches used include: task, media attributes, and ability level.

Findings suggest HyperStudio multimedia can enhance learning, but it is contingent on use. Most influential was the teacher's ability to guide students through the process. Negative and positive experiences influence attitudes toward media. Media did not increase performance as measured. Students found HyperStudio beneficial in demonstrating knowledge not capable with paper-based media, suggesting it may be a better medium with performance assessment, but it's contingent on the task. Needed are strategies measuring non-written forms of communication.

Findings should be helpful to integrate technology, providing tools to build on competencies, and assess learning.

17/7/2 (Item 2 from file: 35)

DIALOG(R)File 35:Dissertation Abs Online

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916610 ORDER NO: AAD86-12028

**AN ANALYSIS OF PRINCIPALS' ATTITUDES TOWARDS CLINICAL SUPERVISION AS A  
MEANS FOR ENHANCING COMMUNICATION ABOUT INSTRUCTIONAL IMPROVEMENT**

Author: DEAKIN, WILSON E., JR.

Degree: ED.D.

Year: 1986

Corporate Source/Institution: UNIVERSITY OF MASSACHUSETTS (0118)

Source: VOLUME 47/03-A OF DISSERTATION ABSTRACTS INTERNATIONAL.

PAGE 724. 216 PAGES

This study examines clinical supervision as a means of building communication links among a school staff towards the goals of improving instruction and school climate. According to research studies of effective schools, there are specific, concrete characteristics that determine the performance of these schools. These characteristics are: a safe and orderly environment, clear school mission, instructional leadership, high expectations, **time** on task, frequent **monitoring** of pupil progress, and positive home-school relations.

Also emerging from the research was the position that leadership style is situational and must be adapted to staff and school. This research has produced a list of certain key characteristics of effective instructional leadership and they are: goal setting ability, openness, self-confidence, tolerance for ambiguity, assertiveness, sensitivity to the dynamics of power, an analytical perspective, and the ability to "take charge."

The research also demonstrated that principals favored the nonthreatening nature of clinical supervision and found teachers more willing to share experiences and explore weaknesses. Principals reported that clinical supervision promoted staff confidence, morale, mutual support, and led to self-discovery.

Detailed in this study is an analysis of the results of a clinical supervision opinionnaire, which was submitted to forty-five administrators in three Connecticut school systems (thirty-nine responses were received). The results of the opinionnaire data and comments sections showed strong principal support for clinical supervision and a significant preference when compared with traditional supervision. The principals **viewed clinical** supervision as a positive change vehicle and a promoter of staff collegiality. The study revealed that the principals saw little conflict in an administrator serving the dual role of supervisor and **evaluator**.

The study describes the clinical supervision in-service **program** and reviews the field training experienced by each administrator in the three districts involved. The study documents that training in clinical supervision gives principals confidence and enables them to influence teachers' classroom behavior and to be a positive monitor.

In summary, the literature and the survey report four crucial classroom interactions as a result of clinical supervision and they are discussion of teaching practices, observation and feedback, curriculum design, and staff development activities.

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File 350:Derwent WPIX 1963-2003/UD,UM &UP=200336

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File 344:Chinese Patents Abs Aug 1985-2003/Feb

(c) 2003 European Patent Office

File 371:French Patents 1961-2002/BOPI 200209

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File 347:JAPIO Oct 1976-2003/Feb(Updated 030603)

(c) 2003 JPO & JAPIO

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Set	Items	Description
S1	40374	(TIME OR ATTENDANCE OR SCHEDULE OR SCHEDULES OR PUNCH? OR - TOA OR TOD OR ARRIVAL OR DEPARTURE OR CHECKIN OR CHECK?()IN OR CHECK?()OUT)(3N)(CLOCK? ? OR TRACK? OR MONITOR? OR KEEP?)
S2	2515	TIMECLOCK? OR TIMEKEEPER? OR TIMETRACKER? OR TIME()CLOCK? - OR TIME()KEEPER?
S3	1	(S2 OR S3)(10N)(STUDENT? OR MEDSTUDENT OR GRADUATE?? OR (PERSON OR INDIVIDUAL)(2W)SCHOOL)
S4	12	(S1 OR S2)(10N)(STUDENT? OR MEDSTUDENT OR GRADUATE?? OR (PERSON OR INDIVIDUAL)(2W)SCHOOL)
S5	12169	(CLINICAL OR MEDICAL OR DENTAL OR PSYCHIATRIC OR PSYCHOLOGY OR SURGERY OR SURGICAL OR SURGERIES OR PROCEDURE? ?)(8N)(PERFORM? ? OR PERFORMING OR OBSERVE? OR OBSERVING OR WATCH? OR SEES OR VIEW? OR ATTENDS OR ATTENDING)
S6	1551	(TRACK? OR DOCUMENT? OR MONITOR? OR RECORD? OR TRACE? OR TRACING)(8N)(STUDENT OR MEDSTUDENT OR TRAINEE OR TRAINING OR GRADUATES)
S7	5010	(SURVEY? OR QUESTIONNAIRE? OR QUESTION()NAIRE?)(6N)(STUDENT? ? OR TRAINEE?? OR GRADUATE? ?) OR EVALUATION(2W)(PROGRAM OR SYSTEM OR DATA OR INFORMATION)
S8	9715	(PROGRAM OR TRAINING OR TRAINED OR CURRICULUM OR RESOURCE? ?)(8N)(EVALUAT? OR ANALYS? OR ANALYZ?)
S9	7728	ACCREDIT? OR ANNUAL()REPORT? ? OR BUDGET? OR SELF()STUDY OR DATA()COLLECTION?
S10	0	S4 AND S5 AND S6 AND S7 AND (S8 OR S9)
S11	0	S4 AND S5 AND S6 AND (S7:S9)
S12	2	(S1 OR S2) AND S5 AND (S8 OR S9)
S13	2	(S1 OR S2) AND (S5 OR S6) AND S7 AND (S8 OR S9)
S14	4564	(PROGRAM OR TRAINING OR TRAINED OR CURRICULUM OR RESOURC? - ?)(8N)(ASSESS? OR MEASUR?)
S15	0	(S1 OR S2) AND (S5 OR S6) AND S7 AND S14
S16	4	S12 OR S13

? t16/4/all

16/4/1 (Item 1 from file: 350)

DIALOG(R)File 350:Derwent WPIX

(c) 2003 Thomson Derwent. All rts. reserv.

IM- \*Image available\*

AA- 2002-655269/200270|

XR- <XRPX> N02-517767|

TI- Internet based tracking and **evaluation system** for medical students and staff has student and clinician terminal having **time clock**, daily log, clinical competencies and personal data functions.|

PA- CHILDERS M R (CHIL-I); FRACEK S P (FRAC-I); NILSESTUEN J O (NILS-I)|

AU- <INVENTORS> CHILDERS M R; FRACEK S P; NILSESTUEN J O|

NC- 001|

NP- 001|

PN- US 20020069086 A1 20020606 US 99169175 A 19991206 200270 B

<AN> US 2000731367 A 20001206|

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AN- <LOCAL> US 99169175 A 19991206; US 2000731367 A 20001206|  
AN- <PR> US 99169175 P 19991206; US 2000731367 A 20001206|  
FD- US 20020069086 A1 G06F-017/60 Provisional application US 99169175|  
LA- US 20020069086(69)|  
AB- <PN> US 20020069086 A1|  
AB- <NV> NOVELTY - A GUI terminal stores user input data and log-on and survey terminal respectively stores user identity and user activity time. A staff terminal (900) stores a personal data function. A student and clinician terminal (300,800) has **time clock** , daily log, clinical competencies and personal data functions. A faculty terminal (1000) has summaries and program survey function along with the functions of terminals (300,800).|  
AB- <BASIC> DETAILED DESCRIPTION - INDEPENDENT CLAIMS are included for the following:  
    (1) Internet based **student** medical competency data **tracking** method;  
    (2) Medical professional competency and medical schools **accreditation** method.  
    USE - For tracking medical students and staffs personal and education data like address, telephone number, e-mail address, exam scores, board scores, career progress, internships, residences and specialization.  
    ADVANTAGE - Provides an efficient and cost effective tracking and **evaluation system** by providing a single site computer based facility for entering medical student data. Allows students to input data to be sent from any remote location, since the system is Internet based which provides increased anonymity and response rates for surveys and automated analysis of results and reduces the amount of paper required by directly storing the data to a database through the Internet.  
    DESCRIPTION OF DRAWING(S) - The figure shows the flow diagram of the Internet-based tracking and evaluation method.  
    Student and clinician terminal (300,800)  
    Staff terminal (900)  
    Faculty terminal (1000)  
    pp; 69 DwgNo 1A/20|  
DE- <TITLE TERMS> BASED; TRACK; EVALUATE; SYSTEM; MEDICAL; STUDENT; STAFF; STUDENT; TERMINAL; TIME; CLOCK; DAILY; LOG; CLINICAL; PERSON; DATA; FUNCTION|  
DC- S05; T01; W05|  
IC- <MAIN> G06F-017/60|  
MC- <EPI> S05-G02G2; T01-J06A1; T01-N01D; T01-N02B1; W05-D06E; W05-D08E|  
FS- EPI||

16/4/2 (Item 2 from file: 350)

DIALOG(R)File 350:Derwent WPIX  
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AA- 2001-449812/200148|  
XR- <XRPX> N01-332869|  
TI- Automatic wiring **training evaluation system** - consists of a personal computer and several wiring **training** modules and may be operated in either automatic **evaluation** mode or **training** mode|  
PA- NAT SCI COUNCIL (NASC-N)|  
AU- <INVENTORS> CHIU C; GUO J; LU S; WANG J; WANG Y|  
NC- 001|  
NP- 001|  
PN- TW 425518 A 20010311 TW 99109861 A 19990610 200148 B|  
AN- <LOCAL> TW 99109861 A 19990610|  
AN- <PR> TW 99109861 A 19990610|  
AB- <PN> TW 425518 A|

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AB- <NV> NOVELTY - An automatic wiring **training evaluation system** consisting of a personal computer and several wiring **training** modules and may be operated in either automatic **evaluation** mode or **training** mode. Each of the wiring **training** models consists of an Intel-8255 parallel input/output (PIO) chip, a real apparatus, a false apparatus, a switching relay, a decoder, a warning circuit, an auxiliary relay, and an encoder. When the system is set to automatic evaluation mode, in order to When the system is set to training mode, in order to help the teacher know the training effects, If any error wiring is detected, the wiring training module will immediately indicate a warning by means of lights or sounds. The system can also show the **monitoring** results of all wiring **training** modules on the personal computer **monitor** . |

AB- <BASIC> USE - Training module is connected by the false apparatus during wiring to progressively perform real- **time monitoring** on the wiring correctness and the personal computer can **monitor** the condition of all wiring **training** modules simultaneously.

ADVANTAGE - Improve evaluation efficiency and reduce human errors, the personal computer can immediately differentiate the modules into correct wiring modules and incorrect wiring modules at the end of each wiring training.

DwgNo 0/1|

DE- <TITLE TERMS> AUTOMATIC; WIRE; TRAINING; EVALUATE; SYSTEM; CONSIST; PERSON; COMPUTER; WIRE; TRAINING; MODULE; OPERATE; AUTOMATIC; EVALUATE; MODE; TRAINING; MODE|

DC- T01|

IC- <MAIN> G06F-017/00|

MC- <EPI> T01-G05C; T01-J08A1|

FS- EPI||

16/4/3 (Item 3 from file: 350)

DIALOG(R)File 350:Derwent WPIX  
(c) 2003 Thomson Derwent. All rts. reserv.

IM- \*Image available\*

AA- 2001-250207/200126|

XR- <XRPX> N01-178534|

TI- Slider surface variation evaluating **procedure** for magnetic disk, involves **performing** time domain and probability distribution analysis on synchronous and asynchronous components of magnetic disk oscillation data|

PA- NEC CORP (NIDE )|

NC- 001|

NP- 002|

PN- JP 2001043649 A 20010216 JP 99212967 A 19990728 200126 B|

PN- JP 3237708 B2 20011210 JP 99212967 A 19990728 200203|

AN- <LOCAL> JP 99212967 A 19990728; JP 99212967 A 19990728|

AN- <PR> JP 99212967 A 19990728|

FD- JP 3237708 B2 G11B-021/21 Previous Publ. patent JP 2001043649|

LA- JP 2001043649(11); JP 3237708(11)|

AB- <PN> JP 2001043649 A|

AB- <NV> NOVELTY - The irradiation of light on slider, reference beam on magnetic disk surface and rotation of magnetic disk (4) are detected at predetermined to obtain oscillation data for each **track** . **Time** domain and probability distribution analysis are performed on synchronous and asynchronous components of oscillation data, to estimate the probability distribution of slider surface variation.|

AB- <BASIC> DETAILED DESCRIPTION - INDEPENDENT CLAIMS are also included for the following:

(a) Slider surface amount variation evaluating apparatus;

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(b) Slider surface amount variation **evaluating program**  
USE - For detecting slider surface amount variation of magnetic disk.

ADVANTAGE - The slider surface amount variation is evaluated with high precision, by eliminating residual runout component resulting from phase difference of magnetic disk rotating period.

DESCRIPTION OF DRAWING(S) - The figure shows the block diagram of slider surface amount variation evaluating apparatus. (The drawing includes non-English language text).

Magnetic disk (4)

pp; 11 DwgNo 1/4|

DE- <TITLE TERMS> SLIDE; SURFACE; VARIATION; EVALUATE; PROCEDURE; MAGNETIC;  
DISC; PERFORMANCE; TIME; DOMAIN; PROBABILITY; DISTRIBUTE; ANALYSE;  
SYNCHRONOUS; ASYNCHRONOUS; COMPONENT; MAGNETIC; DISC; OSCILLATING; DATA  
|

DC- T03|

IC- <MAIN> G11B-021/21|

MC- <EPI> T03-A05C1A; T03-G01|

FS- EPI||

**16/4/4 (Item 4 from file: 350)**

DIALOG(R) File 350:Derwent WPIX

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AA- 1998-455911/199839|

DX- <RELATED> 1995-036006; 1996-424253; 1997-086081; 1997-086219;  
1998-285301; 1998-346855; 1998-494190; 2001-342726; 2001-564330;  
2001-646994; 2001-662132; 2001-662460; 2002-082276; 2002-215839|

XR- <XRAM> C98-137755|

XR- <XRPX> N98-355775|

TI- Magnetic resonance imaging of arteries using contrast agent - with  
sensors **monitoring arrival** of contrast agent in artery and  
synchronising **data collection** with this to provide image of artery  
distinct from adjacent veins|

PA- PRINCE M R (PRIN-I)|

AU- <INVENTORS> PRINCE M R|

NC- 001|

NP- 001|

PN- US 5792056 A 19980811 US 9371970 A 19930607 199839 B

<AN> US 95378384 A 19950125

<AN> US 95420815 A 19950412

<AN> US 95580195 A 19951228

<AN> US 96777347 A 19961227|

AN- <LOCAL> US 9371970 A 19930607; US 95378384 A 19950125; US 95420815 A  
19950412; US 95580195 A 19951228; US 96777347 A 19961227|

AN- <PR> US 95580195 A 19951228; US 9371970 A 19930607; US 95378384 A  
19950125; US 95420815 A 19950412; US 96777347 A 19961227|

FD- US 5792056 A A61B-003/055 CIP of application US 9371970

CIP of application US 95378384

CIP of application US 95420815

Cont of application US 95580195

CIP of patent US 5417213

CIP of patent US 5553619

CIP of patent US 5579767

Cont of patent US 5590654|

LA- US 5792056(40)|

AB- <BASIC> US 5792056 A

An apparatus for imaging an artery of a patient uses magnetic resonance imaging and an administered magnetic resonance contrast agent. A detector **monitors the arrival** of the contrast agent in the

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region of interest. A image acquisition signal generator generates a signal. An imager is coupled to the detector and signal generator to collect image data representative of at least a portion of a centre of k-space in response to the image acquisition signal.

USE - Especially for examining, detecting, diagnosing and treating arterial diseases and injuries including defining anatomic features relevant to **performing** aorta and aortic **surgery** for aneurysmal disease.

ADVANTAGE - The method provides an image of the arteries distinct from the veins.

Dwg.0/13|

DE- <TITLE TERMS> MAGNETIC; RESONANCE; IMAGE; ARTERY; CONTRAST; AGENT;  
SENSE; MONITOR; ARRIVE; CONTRAST; AGENT; ARTERY; SYNCHRONISATION; DATA;  
COLLECT; IMAGE; ARTERY; DISTINCT; ADJACENT; VEIN|

DC- B07; P31; S05|

IC- <MAIN> A61B-003/055|

MC- <CPI> B11-C04; B11-C08A; B12-K04A2; B12-K04C2|

MC- <EPI> S05-D02B2; S05-D02B3|

FS- CPI; EPI; EngPI||